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ABSTRACT

A systematic methodology is proposed for the evaluation of curriculum. Four domains are identified, including the evaluation of: (1) curriculum planning; (2) curriculum development; (3) curriculum implementation; and (4) curriculum effects. Evaluating curriculum planning must include determining the legality of the curriculum and must consider the personal experiences of teachers in assessing educational needs. In evaluating development, the validity of curriculum products must be checked against internal criteria for appropriateness and consequence. Evaluation of implementation includes consideration of human, educational, physical, and social factors. Both primary and side effects must be evaluated in studying curriculum effects. As a tool by which society advances its goals, a curriculum merits systematic integrated evaluation. Eight figures represent relationships among various aspects of curriculum evaluation. (SLD)

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CURRICULUM EVALUATION

TOWARD A SYSTEMATIC METHODOLOGY

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TABLE OF CONTENT

INTRODUCTION

A BRIEF DESCRIPTION OF THE SYSTEMATIC METHODOLOGY:

COMPONENTS, PRINCIPLES, AND ASSUMPTIONS

EVALUATION OF CURRICULUM PLANNING

A. Determining The Legality Of Curriculum.

B. Evaluating The Planning Of Curriculum Development.

C. Evaluating The Educational And Practical Efficiency Of The Curriculum.

EVALUATION OF CURRICULUM DEVELOPMENT

A. Evaluation Of Curriculum Validity

B. Evaluation Of Support Services Validity

EVALUATION OF CURRICULUM IMPLEMENTATION.

A. Evaluating The Curriculum Implementation Factors .

B. Evaluating The Curriculum Implementation Processes.

EVALUATION OF CURRICULUM EFFECTS

CURRICULUM EVALUATION

TOWARD A SYSTEMATIC METHODOLOGY

INTRODUCTION

The curriculum, from the formal point of view, is a learning teaching document that contains all the facts, values and experiences adopted by a society for the growth of a specific school generation or level.Since the school is a micro societal unit , the curriculum consequently represents most likely the educational priorities of both the society & school population.

The curriculum moreover, determine the professional roles of students and teachers within classroom settings. That is to say, the social studies or natural science Curricula produce social studies teachers and students in the first instance and science ones in the second. Thus there will be no teachers of science or social studies of these subjects for that matter if the curricula of each subject are lacking. Hence nothing remains for teachers to teach nor for students to learn.

The curriculum also fomulates the concept of the school as a socio-educational institution. There will be no such concept if the physical setting is deprived of its curricula, the substance of its educational life.

In conclusion, the curriculum represents the educational priorities of society and school generations.In addition, it determines the professional identities of teachers, students and schools. It is, all in all, the tool by which society maintains its various needs and advance its future goals.

Despite the above importance of the curriculum, a lack is generally noted regarding the evaluative philosophies, principles and practices which govern its different factors and processes and help in verifying its validity for the stated goals and effectiveness in translating these goals into reality.

It appears that most existed curriculum evaluation literature(1) is either a theoritical presentation of collective methods, or a narrow focuced evaluative description of a curriculum instance, factor, process, or product. In addition, there is no single resource known to the author which treats the issues of curriculum evaluation in a systematic, integrated, comprehensive and operational manner; nor there is one that handles specifically decisive problems concerning curriculum qualifications, such as: Consitutional, educational, psychological, moral, behavioral construct and technical validities.

Current evaluation literature is generally found to be characterized by the following:-

1 - Incompleteness. Curriculum evaluation methodologies fall short in one or more basic aspects of the curriculum, and clearly most of them miss some important evaluation issues relating to their individual topics.

2 - Fragmentation. Most Curriculum evaluation methodologies treat their curricular concerns separately, apparently without a systematic attempt to relate together for example, the evaluation of inputs, processes and products. They rarely search for strengths and weaknesses that influence the curricular states: planning, development, implementation or product and accreditation. They hardly

evaluate the curriculum as a dependent variable (or product) as the case in planning and development; and as an independent variable (affector) as in implementation and surveying the effects. Worther and Sanders[2] emphacize this fragmented treatment of curriculum evaluations, adding that some of which are also factually corrupted.

3 - Abstractness. In this respect, we are confronted with constant theorizing about curriculum evaluation without down to earth strategies of how to do it. Stufflebeam[3] indicates that despite the fact that some theorizing is noted within curriculum evaluation field by such prominent figures as Tyler, Cronbach, Bloom , Madus, Stake, Scriven and many others they are on the other hand concerned with the purposes of evaluation more than its techniques or procedures.

4 - One shot, one method and one aspect of evaluation. In most cases, questionnaires are used, interviews conducted (carelessly or routinly), or student achievements checked to make passive judgements for or against the curriculum. It is helpful in this respect, to keep two principles in mind:

First: it is unjustifyable to judge the entire curriculum by one of its parts or aspects alone. In all matters, the whole can't judged by a part ... it is illogical, invalid and just not right.

Second: it is insufficient in most cases to use one method to collect all required data for such a complex issue as the curriculum. Each method can best be employed tc gather

specific data at a specific time for a specific decision to be made. Consequently it is essential to consider using various methods according to different types of data, factors or processes involved in curriculum decision making.

Since constructive curriculum evaluation does not concern itself with merely seperate issues, rather it takes into consideration all possible interrelated factors and processes that are also operational in goal and nature; it is the task of this article to project an alternative methodology that is comperehensive, systematic and operational. Comprehensive enough to have a place for any curriculum factor, aspect or process to be evaluated; systematic in the sense that it ties to-gether all curriculum issues in a mutual relationships and operational in that it is both concrete and measurable.

A BRIEF DESCRIPTION OF THE SYSTEMATIC METHODOLOGY: COMPONENTS, PRINCIPLES AND ASSUMPTIONS

The suggested methodology covers four domains of curricular making embodying thus four basic types of evaluation: Evaluation of planning, development, implementation and effects. They appear in the following figure:

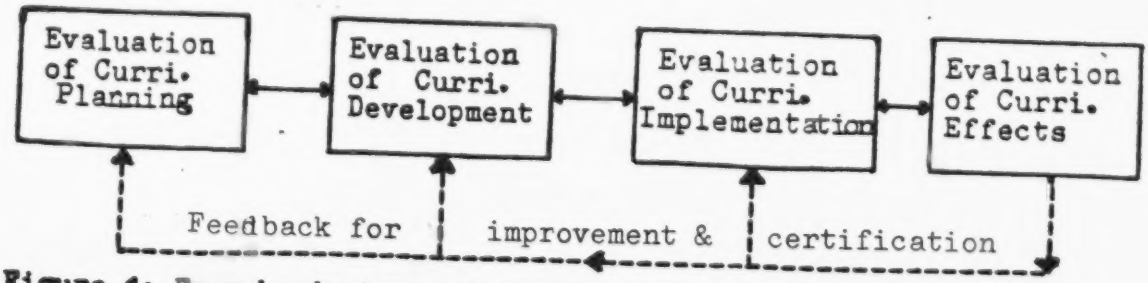

Figure 1: Four basic types & domains of curriculum evaluation

The evaluation principles underlying the methodology are as follows:-

1 - The meaningful scientific curriculum evaluation takes into account all possible factors, processes and effects. As the case of any human behaviour which can't be understood or evaluated without considering its stimuli, curriculum validity or value, by the same token can't be objectively judged without considering all human, educational, psychological and physical givens that influence its status and produce its observable concrete form.

The quality of effects for example can't be judged by evaluating curriculum it self. Curriculum workers should search for all factors and processes of implementation , development and planning. Nor can they judge the products of curriculum development by merely looking at the developmental factors or processes perse; rather planning prescribtions, factors and events should be examined for more valid evaluation.

2 - The evaluation of invalid curriculum or of low validity curriculum becomes professionally un-necessary and useless, hence the evaluation of the invalid leads mostly to invalid results or judgements.

3 - The educationally, developmentally, psychologically and technically valid curriculum does not guarantee effective achievement of outcomes,hence achievement perse is still tied up with both the implementation strategies and interaction qualities among students, teachers, administrators and support services.

4 - The curriculum which proves to be valid and successful with respect to planning, development and implementation, the summative evaluation of its effects becomes un-necessary, hence the achievement of intended outcomes in this case is obvious.

Based on the stated principles the following assumptions are derived:

1 - Valid curriculum plus valid implementation will produce intended outcomes.

2 - Valid curriculum plus invalid implementation will produce low outcomes.

3 - Invalid curriculum plus valid implementation will produce low out comes

4 - Invalid curriculum plus invalid implementation will produce ineffective and harmful outcomes.

The implications of the above principles and assumptions for workers of curriculum evaluation could be summarized in the following statements:

* If curriculum is invalid, then curriculum workers may give up the evaluation of implementation and effects.
* If implementation is invalid, then curriculum workers may give up the evaluation of effects.
* If curriculum and implementation are invalid, then curriculum workers may give up also the evaluation of effects.
* If curriculum and implementation are valid, then curriculum workers may give up the evaluation of effects whenever appropriate, assuming that the realization of

goals is abvious. The results of formative testing of student learning could serve as indicators of curriculum productivity.

* If curriculum effects are positive and sufficient, then the need to study its validity and value, becomes negligible, except when searching for relationships among veriables to gererete new evaluation knowledge, or to respond to administrative demands when promoting and rewarding personnel seem educationally promising.

After briefing the systematic evaluation methodology, let us look at the details of its four major components, That is, the evaluation of planning, development, implementation and effects.

EVALUATION OF CURRICULUM PLANNING

Despite the fact that some terms are already used in the field and are concerned with the evaluation of curriculum planning, e.g. the evaluation of inputs, contexts, determinents, needs or systems assessment; there is still a need for a more comprehensive and systematic methodology that takes into account all possible factors and processes involved in curriculum planning. This methodology, it is hoped, will enable curriculum workers to determine:

* the needs for the curriculum (old or new).
* the aims and basic characteristics of the needed curriculum.
* the ad hoc qualification state of schools and local environments to absorb the curriculum.
* constructive educational, psychological, social, practical and physical givens of these environments to host the

curriculum.

Considering the above concerns, the following evaluation types of curriculum planning are suggested:

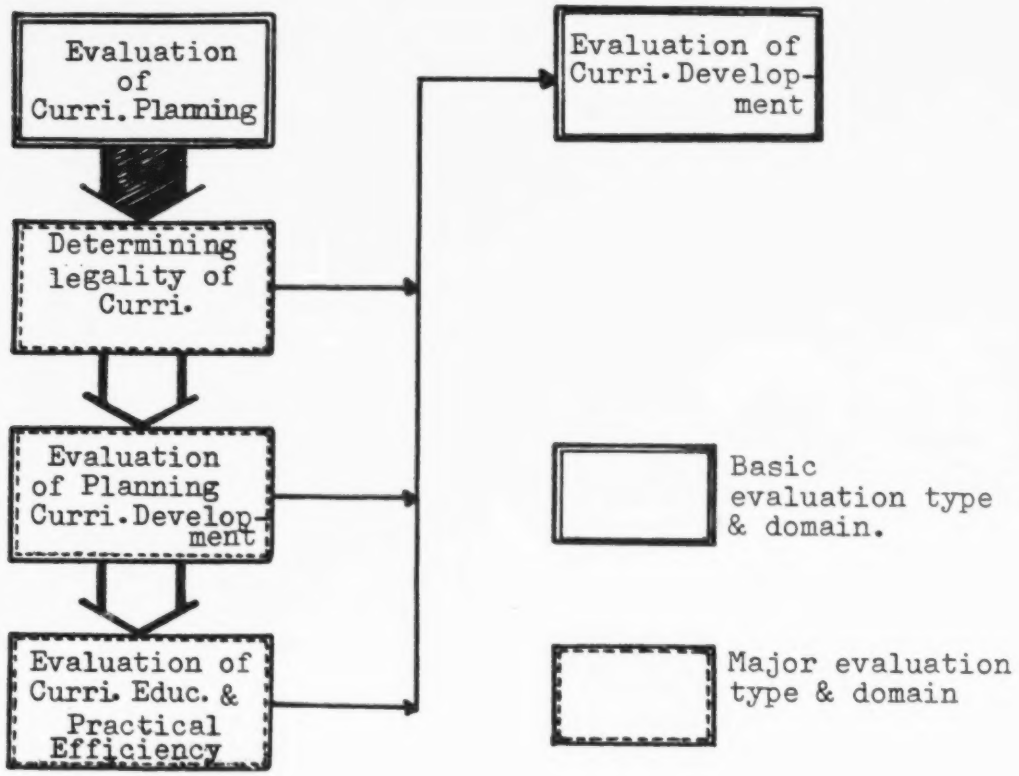
Evaluation of Curri. Planning
Determining legality of Curri.
Evaluation of Planning Curri. Development
Evaluation of Curri. Educ. & Practical Efficiency
Evaluation of Curri. Development
Basic evaluation type & domain.
Major evaluation type & domain

Figure 2: Evaluation types & domains of curri. planning

A - DETERMINING THE LEGALITY OF CURRICULUM BY METHODS OF:

1 - Unorganized wholistic evaluation:

This is an informal type of curriculum evaluation in which personal experiences and impressions of school teachers, administrators, students, parents and support services play a major part. It is consequently not reliable for making decisions regarding the future of curriculum since personal opinions are some what subjective and benefit mostly the face validity of curriculum which stufflebeam calls[4] "the product of confident igonrance". The results of present evaluation, however, serve as tentative indicators of curriculum status

in schools.

2 - Organzied wholestic Evaluation:

The organized wholestic evaluation is performed usually by arranged contacts with school personnel, curriculum workers, educators, academicians, culturists and educational pholosphers and psychologists. It is accomplished mainly by formal testing, written questionnaires, interviews, record inventories, history methods,prestige or blue ribbon panels and adversary approaches .

3 - Analytic Evaluation of Curriculum Sources:

Curriculum workers search through the basic sources of curriculum data, such as the educational philosphy, local history and culture, academic knowledge, learners and learning theories, and perhaps political ideology, university requirements, relative research studies, national upheavals and current social, economical, technological developments .

The comparative analyses of the above sources with their counterparts within the previous curriculum would specify the educational implications for the goals, knowledge and activities that should be included in a curriculum. The nature and degree of differences between what is practiced and what should be,will justify the decision-making concerning the current curriculum: continuation, modification, or termination for the sake of a better one(figure 3).

The mechanism of comparative analyses could be simplified in the following table (the computer, of course, may play a helpful tool in performing the analysis).

4 - Intrinsic Evaluation:

Curriculum administrators here examine their records

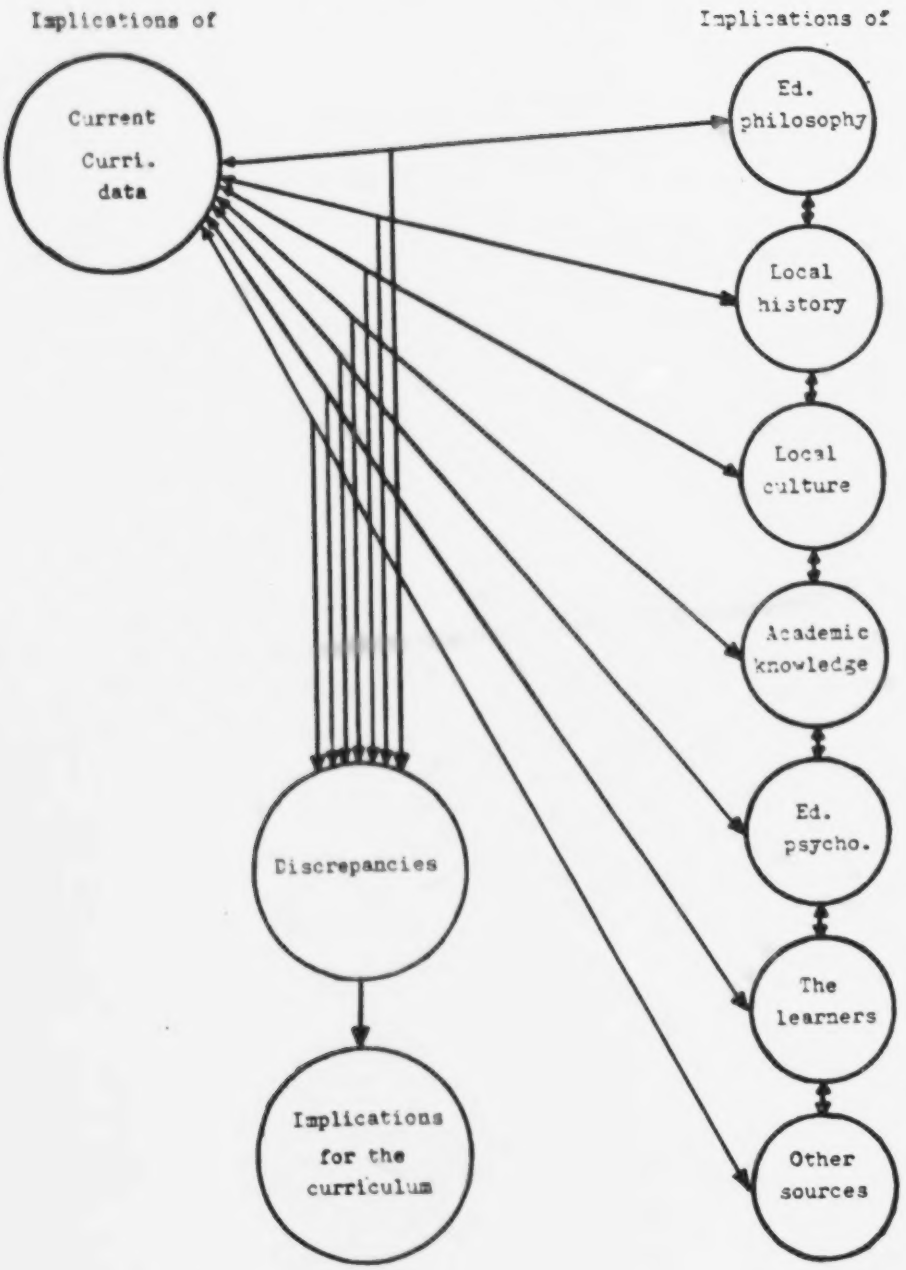

Figure 3 : A comparative analysis of the implications of curri. sources & current curri. data

Table 1 : An illustrative operational tool for the comparative analyses of curri. content & sources data.

Implications of Curri. Foundations	Components of Current Curri.
1. Goals & Objectives	1. Goals & Objectives
2. Knowledge:	2. Knowledge
3. Activities/experiences	3. Activities/experiences
4. Learning evaluation	4. Learning evaluation

using the so-called ex-post facto methods. The result of these methods are co-ordinated with previous evaluative data so that the final dicision could be made regarding the continuation of the current curriculum or introducing a new one. The latter case necessitates, of course, the projection of alternative aims which should be fostered by the new curriculum.

The present evaluative phase has in actuality two parallel functions: the assessment of educational needs of old and new curricula. The two functions and the decisions involved are embodied in the following:

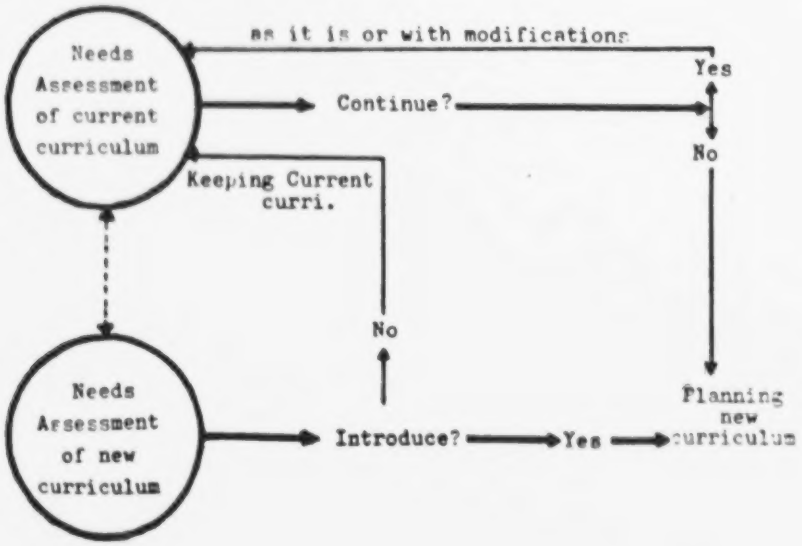

Figure 4 : The role of needs assessment in the decision making process concerning the future of old & new curricula

B - EVALUATING THE PLANNING OF CURRICULUM DEVELOPMENT:

Taking the decisions to introduce a new curriculum and projecting its general aims mean that planning committees are at work now. But how does one know that what is required is being planned? In this respect, the following types of evaluation are proposed:(5)

1 - Evaluation of primary curriculum planning.

The present evaluation represents one of the most crucial types concerned with the curriculum. It determines its psycho-educational identity by handling directly its four elements: the goals, the knowledge, the learning and evaluation activities. The present evaluation checks also the moral qualifications of the curriculum. It ensures that curricular content fulfills the human growth, needs and personal expectations of students; that is, morally uncontradictory and uncorrupted. The criteria by which the planning development of curriculum contents elements are judged stem usually from its foundations and generally known by most specialized workers.

2 - Evaluation of adjunct curriculum planning:

This evaluation focuses on the instructional strategies, educational media and materials, organizational and developmental models of the curriculum, human and physical support services. Again, the evaluative criteria utilized in the judgement of adjunct planning are relatively concrete and straight forward.

3 - Determining the concurrent and differential validities of the curriculum.

The evaluation of these validities is considered preliminary for establishing another important one, that is, the criterion-related validity.

While the two validities here are examined by means of comparative analysis with other selected curricula, or with specific measures of excellence, the concurrent validity shows whether or not the planned curriculum is responsive to school settings; the differential validity on the other hand confirms its superiority to others in characteristics, educational message or some other standards.

4 - Determining the criterion-related validity of the curriculum.

The task of the present validity is to predict the future of the curriculum by answering the following questions: since the planned curriculum is concurrently and differentially valid for local school and social environments, is it capable yet of achieving the stated educational goals? or will it be successful in achieving the expected behavioral outcomes?

The nature of the answers, of course, will be a matter of descriptive logic rather than of pure statistics. This descriptive logic however should be based on curriculum alternatives with parallel or same educational goals. These curricula may differ, though in presentation forms like for example, curricula of modern and old math; or subject matter, behavioral objectives and activity curricula embodying one set of purposes.

Curriculum workers also consider adopting a norm or a standard curriculum which represents an acceptable sample or measure that the new one should be congruent with. The

degree of confirmity or relatedness by means of descriptive as well as statistical matching (e.g., the correlation coefficients) will support the predictive validity of the planned curriculum development.

C - EVALUATING THE EDUCATIONAL AND PRACTICAL EFFICIENCY OF THE CURRICULUM.

The role of the present evaluation is to make a final proof concerning the validity of the new curriculum and its planned developments. It certifies the planning descriptions for development processes by answering questions such as:

* Does the curriculum embody expected learning and growth needs of the students?
* Does the curriculum contains all types of knowledge and experiences essential for student learning and growth?
* Is the projected form of the curriculum applicable to school settings without apparent resistance or difficulty?
* Is the curriculum, on the whole congruent with the expectations of concerned parties in schools and society?
* Do expected educational outcomes justify invested efforts and expenses in the curriculum?
* Is the application of the curriculum in schools at the specified time, considered crucial for student learning and growth?

EVALUATION OF CURRICULUM DEVELOPMENT

The curriculum with its intructional strategies and support materials is now under construction according to the planning prescriptions.

Throughout the developmental processes the task of

evaluators is to check the validity of curriculum products against their internal criteria, using such methods as:

* Arm-chair critical analysis methods, e.g. critical readings of curriculum document, connoisseurium criticism,[6] curriculum structured decomposition[7] and constitutional validity analysis[8].
* Pragamatic methods, e.g. clinical or laboratory experimentation, pilot testing, hot house trials,[9] field testing and curriculum action research.

The utilization of the above methods will help curriculur workers verifying some validities crucial for curriculum document, its support materials and instructional strategies. A brief statement of each validity follows (figure 5):

A. EVALUATION OF CURRICULUM VALIDITY:

1 - Determining the constitutional validity of curriculum.

The application of constitutional validity could commence at the stage of primary curriculum planning. But since individual differences always result in different behavioral consequences regardless of the degree of precision imposed, and since curriculum now is somewhat concrete and apt to be measured than ever before, it becomes more constructive for its educaitonal and professional identity, to conduct the constitutional validity studies at this stage of curriculum making.

The constitutional validity, however, concentrates it efforts to determine whether or not observed curriculum components are qualified to constitute a valid document for teaching and learning. It is assured here that there will be

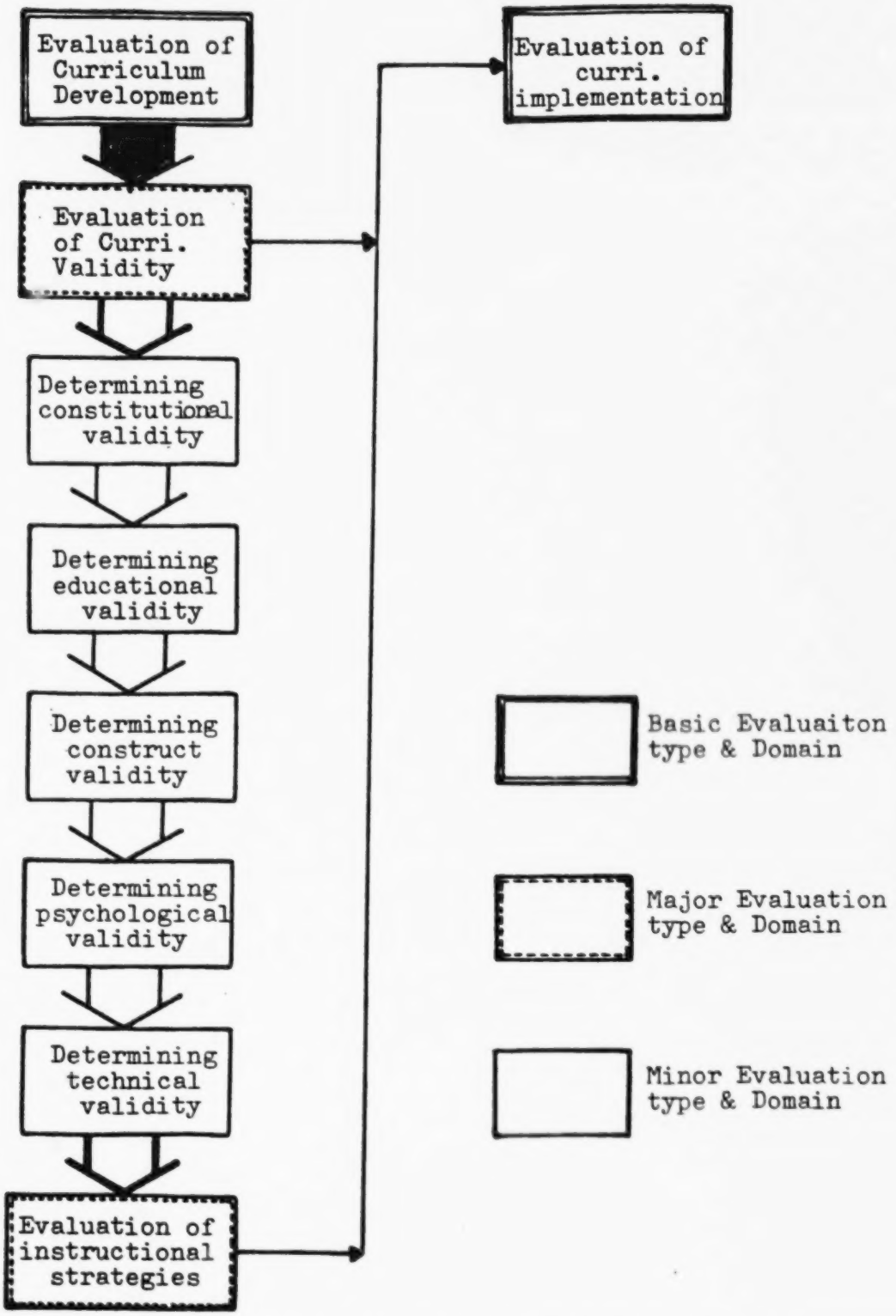

Figure 5: Evaluation types & domains of curri. development

no such concept of curriculum both in the scientific and educational sense, if constitutional validity of its components is not established. Moreover, constitutional validity does not limit it self only to guiding and verifying the derivation of curriculum internal structures, but also rationalizes indirectly the processes of curricular making and educaiton. Hence what is rationally built on valid grounds tends to be most likely valid.

The constitutional validity, on the other hand, is not concerned with developmental techniques of curriculum elements, rather it focuses on the individual construction of these elements and their mutual derivation in such ways that organic, logical and practical relationships are obviously searchable. The task could be accomplished by two steps:

* Searching the intrinsic validity of individual elements by such critieria as: comprehensiveness, the mutual congruence and coherence of subelements, cognitive or learning sequence and educationability.
* Searching the mutual validity of elements. That is, the organic representation of curriculum elements in relation to each other, the logical as well as practical relationships. The search for mutual validity among curriculum elements could take the following combinations:
  - General goals and behavioral objectives.
  - Behavioral objectives and curricular knowledge.
  - Behavioral objectives and evaluation activities.
  - Behavioral objectives and teaching-learning activities.
  - Curricular knowledge and teaching-learning activities.
  - Curricular knowledge and evaluation activities

- Teaching-learning activities and evaluation activities.

Finally, it should be pointed out that the constitutional validity does not narrow itself to logical contigencies as Stake and Scriven advocate,(10) rather it extends its concern to cause-effect relationships by which a curriculum element determine the psychoeducational and practical identity, the role and effects upon another.

2 - Determining the educational validity of curriculum content

Educational validity handles the curriculum coverage of learning types required from students. The process could be realized by comparing expected learning embodied in curriculum goals or objectives with their counterparts in evaluation activities. The degree of correlation between the two sets will indicate the extent of educational validity of the curriculum.

Other methods may be used in searching for educational validity are:

* Asking a group of experts to analyze the curriculum, listing all types of learning they may find. The individual lists could be sorted so that a unified one of shared elements is obtained. A direct comparison is then conducted between the final list and learning types suggested originally for the curriculum. High correlation in this respect will determine positively its educational validity.

It is necessary to note, however, that when applying this procedure, the surveying experts should not be told about the actual learning aspects of the curriculum. The objectivity of their results will enhance greatly if they search and build up the required list from scratch.

* Giving the list of learning experiences from the curriculum, and asking experts now to analyze its topics for any correlated ones. A sufficient matching between the two will prove again the validity of its educational content.

3 - Determining the construct validity of the curriculum: The construct validity, like psychological testing, concerns itself with behavioral realities of the curriculum. That is what is being learned from the curriculum, actually exists in reality. But how can one accomplish this task with the curriculum? The following steps are suggested:

First: Realizing the constitutional and educational validities before attempting to prove the present one; the step performed earlier.

Second: Selecting randomly two groups of students-high and low achievers and some curricular units or topics. A test is then administered under the stated curriculum conditions. When the high group scores high and the low group scores low, the behavioral composition of the curriculum could be considered valid. That is, its construct validity is ok.

Third: Conducting hot-house trials which are recommended by Eisner. This procedure may help in verifying that what is suggested behaviorally for the curriculum has actually a place in reality.

4 - Evaluating the psychological validity of the curriculum. Whenever curriculum evaluation is considered its psychological validity is often ignored. Psychological validity as

the case of constitutional, technical and educational ones, is crucial to the applicability of the curriculum, without which its professional identity will suffer profoundly. After all, the psychologically invalid curriculum can't be learned by students.

When testing the psychological validity, curriculum workers may consider the appropriateness of the following factors:(11)

* Learning theories: are they suitable to the behavioral nature of students and curriculum?
* General and special intelligence: is curriculum content congruent with the intellectual givens of students?
* Cognitive stage of development: is curriculum content congruent with the givens of student's cognitive stage? the psychomotor, intiutive, preoperational and operational stages, as piaget proposes for example?
* Motor abilities: Are curriculum activities congruent with motor capabilities of students?
* Moral stage : is curriculum content congruent with moral values of students? is it on the whole responsive to their needs and personal aspirations without apparent manipulation or corruption?
* Social backgrounds: is curriculum content socially uncorrupted?
* Language: is communication form of curriculum content congruent with students language?
* Personality characteristics: is curriculum content congruent with body, attitudes and general behavioral patterns of students?

* Learning transformation: does curriculum content confront students with situations in which they could apply their knowledge, transforming it from one form to another?
* Motivation and reinforcement: does curriculum content present students with activities, situations and techniques by which they are behaviorally motivated and reinforced?

5 - Evaluating the technical validity of the curriculum:

The technical validity is concerned with the psysical aspects of the curriculum document, the textbooks, guidebooks, workbooks, media and materials. When judging this validity, curriculum workers may evaluate the following against students age and characteristics:

* The design
* The size
* The colors
* The paper
* The writing letters
* The spacing
* The drawings
* The headings
* Content distribution
* Attractiveness in general

B - EVALUATION OF SUPPORT SERVICES' VALIDITY (12) :

1. Evaluating the validity of curricular media and materials, by criteria such as:

* Relatedness to curriculum
* Comprehensiveness of content

* Flexible applicability
* Diversity in presentation form: symbolic, figural and real
* Manufacturability

2 - Evaluating the validity of instructional strategies by the following:

* Diversity in psychological and implementation requirements
* Quality and quantity comprehensiveness.
* Internal psychological and practical congruence
* Appropriateness to students
* Appropriateness to professional qualifications of teachers
* Congruence with the nature of behavioral objectives
* Congruence with the nature of subject matter.
* Appropriateness to available school facilities and equipments.
* Appropriateness to available instructional time.
* Appropriateness to grouping patterns of students

EVALUATION OF CURRICULUM IMPLEMENTATION

Curriculum is introduced and disseminated in schools by a combination of selected factors and processes called curriculum implementation. Normally, this process enables students to achieve the intended educational goals. The formative achievements of these goals could serve consequently as indicators of implementation effectiveness .

Other evaluative measures considered for this purpose are the planning prescriptions of implementation. The realities of this implementation are reviewed against the specific criteria prescribed for each factor or process by

the planning stage. The successful results of the reviewing task will justify tentatively their applications in schools.

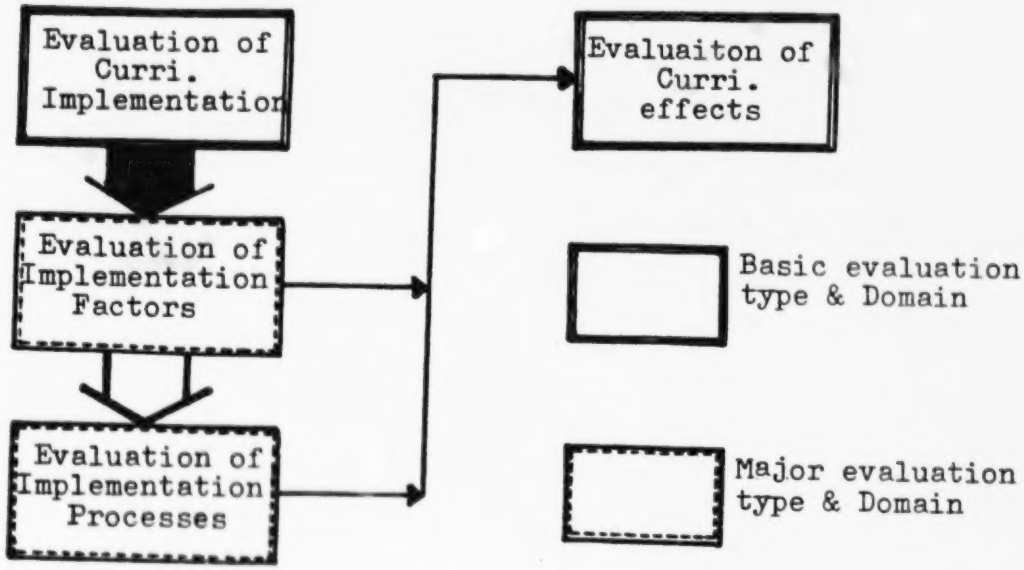
Evaluation of Curri. Implementation
Evaluaiton of Curri. effects
Evaluation of Implementation Factors
Basic evaluation type & Domain
Evaluation of Implementation Processes
Major evaluation type & Domain

Figure 6: Evaluation types & domains of curri. implemention

A. EVALUATING THE CURRICULUM IMPLEMENTATION FACTORS:

Implementation factors which should be considered here, are grouped in the following list.(13)

1. Human factors : school and central administrators, teachers, technicians and other support services, community leaders parents and students.
2. Psychological factors : school and classroom administrative, organizational, social and educational climates.
3. Educational factors : the curriculum, the media and materials.
4. Physical factors : budget, school and classroom facilities, equipment and schedules.

5. Social factors : local culture, community priorities, political and economical conditions, family interaction styles, recreation and information systems and media, individual expectations and daily concerns of individual and society.

B. EVALUATING THE CURRICULUM IMPLEMENTATION PROCESSES:

Processes here could be summarized within five categories as follows[14]:

1. Preparation processes: communication and co-ordination with school and local authorities, psychological preparation for curriculum change and overcoming resistance, surveying school and local climates and services and selection of implementation procedure in schools.
2. Administrative routine processes: introducing the curriculum into schools, organization and management of curriculum personnel, activities and schedules.
3. Qualification processes: selection and organization of partcipants, qualifying partcipants, support services, schools and local climates for implementation.
4. Psychoadministrative processes: formative testing of students, curriculum follow up activities, continuation and reinforcement activities.
5. Educational processes: teaching and learning the curriculum according to specified instructional strategies.

Prevailing methods used in evaluating the validity and effectiveness of curriculum implementation, are for example questionnaires, personal interviews, on site visitations, appropriate observational instruments, implementation records,

school personnel files, participant impressions, comments and reports and the achievement results of student learning.

The collected data from the above instruments and methods are analyzed for implementation judgements. A possible tool could be used in this respect, may look like this:

Table 2 : An Analytic Evaluative tool of curri. implementation factors and processes.

Implementation Factors/Processes	Intended Implementation data	Observed data	Differences	Judgments
A. Human Factors				
B. Psychological Factors				
C. Educational Factors				
D. Social Factors				
E. Physical Factors				
F. Preparation Processes				
G. Qualification Processes				
H. Administrative Routine Processes				
J. Psycho Administrative Processes				
K. Educational Processes				

Overall judgments of factors: ----------

---

and processes: ----------

EVALUATION OF CURRICULUM EFFECTS

There are two types of effects usually produced by the curriculum as a result of implementation: primary effects represented in student achievements, skills and attitudes; and hybrid effects which are not directly sought by the curriculum, but resulted as side effects of its implementation. The new competencies, skills and attitudes of teachers, administrators and school personnel, the human, psychological, educational, administrative and physical changes in school and local enviroments are just examples (figure 7).

Curriculum effects could be evaluated by such methods as analysis of goal achievement; pre and post implementation testing; goal free, illuminative or responsive evaluations; (15) effects inventory; colloquial method; cost-benefit analysis and experimental techniques. The decisions taken here are normally directed to fulfill one or more of the following purposes :

* Curriculum continuation.
* Curriculum improvement.
* Curriculum termination.
* Curriculum new generated knowledge

In healthy cases of curriculum evaluation, curriculum workers tend to look back at factors, processes, criteria and conditions that govern the evaluative phase at hand. The purpose of this expost facto search or meta evaluation is to pinpoint strengths and weaknesses which affected the outcomes and to utilize data whenever possible in generating new

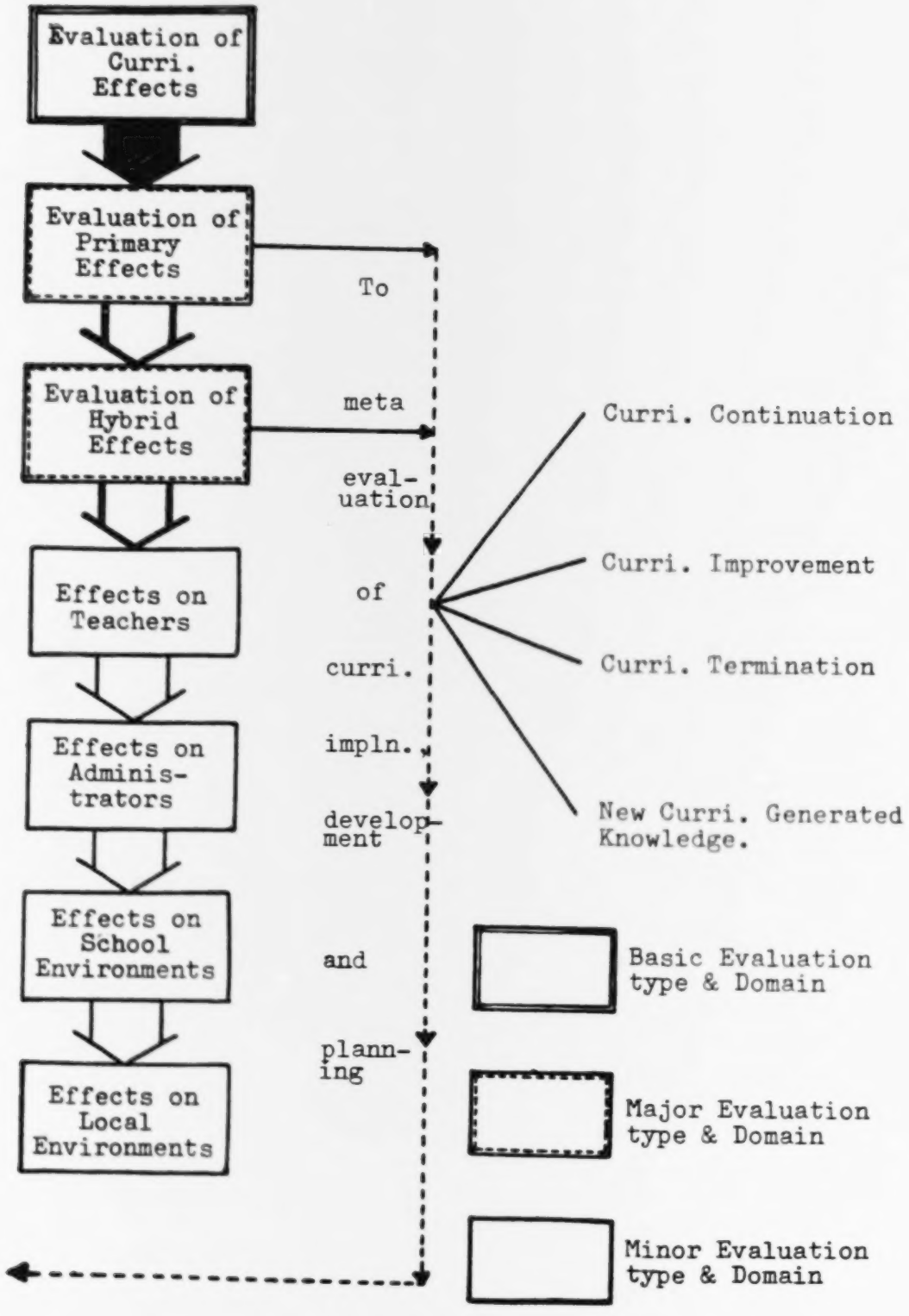

Figure 7: Evaluation Types & Domains of Curri. effects.

curricular/evaluative knowledge. Figure 8 sums up all types and domains of curriculum evaluation treated in this paper, in addition to the meta evaluation and curriculum improvement searches.

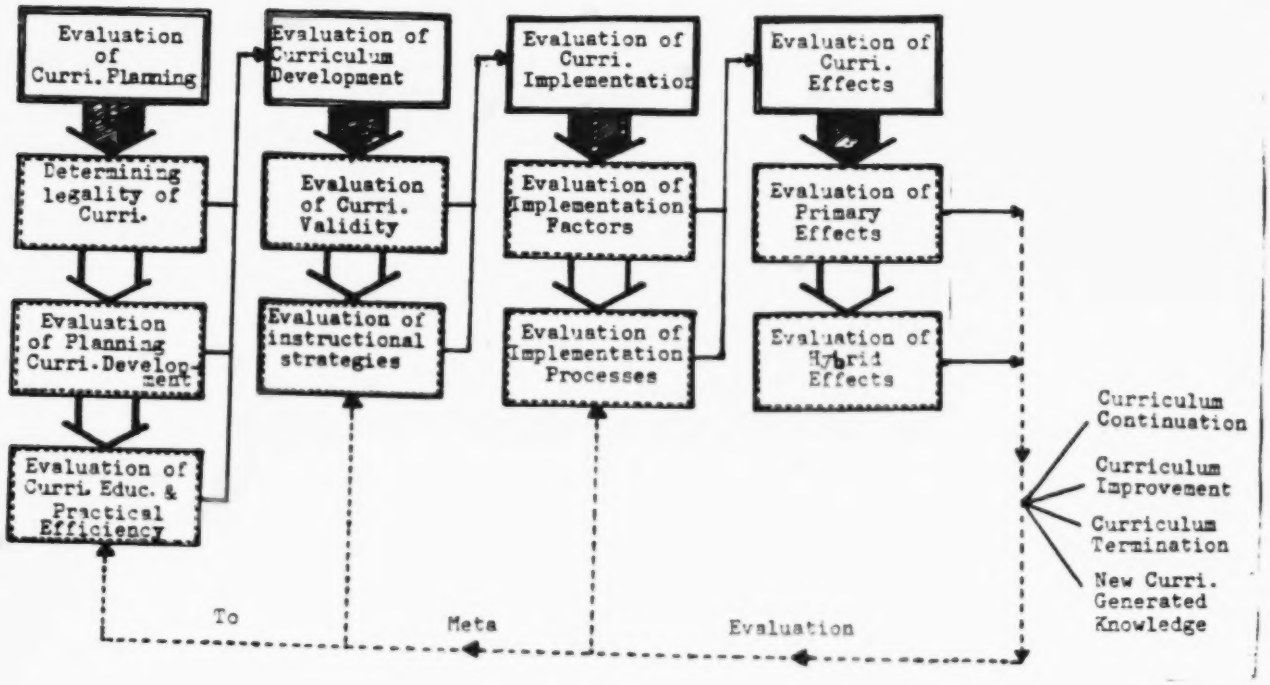

Figure 8: Basic types & domains of curriculum evaluation.

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